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ABSTRACT

An American Association of Community and Junior Colleges (AACJC) project disseminated career education programs and products to community colleges. It conducted a national survey of all community, junior, and technical colleges to identify status of career education and clarify their needs for assistance; conducted a followup survey of institutions included in the career education Sourcebook (available as ED 162 697) to ascertain status of their career education offerings; published a second career education sourcebook for community colleges (available as ED 179 274); and conducted career education workshops in collaboration with community colleges to demonstrate exemplary career education services, practices, and programs. Responses to the national survey indicated that institutions are interested in receiving assistance and look to AACJC as a primary resource. Regional workshops were held at four of five community colleges identified as capable of demonstrating exemplary career education programs. College faculty and administrative and support staff participated. A third party evaluation showed that (1) 75% of the participants indicated they gained information about more than half of the topics covered, (2) about 75% indicated they were very motivated to initiate or expand their own career education workshop, and (3) about 55% felt the workshops were very effective. Participants also identified strengths, weaknesses, and improvements. (YLB)

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ED189296

FINAL PERFORMANCE REPORT

DISSEMINATION OF CAREER EDUCATION PROGRAMS AND PRODUCTS TO COMMUNITY COLLEGES

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NATIONAL INSTITUTE OF EDUCATION

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Publication, "Career Education in Community Colleges: Sourcebook II"

MAJOR ACTIVITIES

There were four major objectives for this project: 1) conduct a national survey of all community, junior and technical colleges to identify the status of career education in those institutions and to clarify their needs for assistance, 2) conduct a follow-up survey of institutions included in the career education Sourcebook published by AACJC in 1978 to ascertain the status of their career education offerings, 3) publish a second career education Sourcebook for community colleges, and 4) conduct five career education workshops in collaboration with community colleges to demonstrate exemplary career education services, practices and programs.

The national survey of all community, junior and technical colleges was conducted by AACJC and the Academy for Educational Development. This survey was sent to all of the institutions listed in the AACJC Directory, 1,234 colleges. The forms were completed and returned by almost 500 colleges. This is an impressive return because many of the 1,234 institutions listed in the Directory are units of multi-campus or multi-college systems, e.g., the seven campuses of Kent State University in Ohio and the nine colleges of the Los Angeles Community College District. Because of the large number of multi-campus and multi-college districts, the percentage of returns is even larger than a simple percentage calculation based on the number of survey forms returned would suggest.

Responses to this survey clearly show that these institutions are interested in receiving assistance and look to AACJC as a primary resource. A complete report of the results of this survey are included in the publication, "Career Education in Community Colleges: Sourcebook II." Some of the findings are:

> Career education is well underway in the colleges. Most colleges already have most components of career education. This is not to say that they are satisfied with the quality of those components, but that they have already had experience with them and presumably can make a realistic judgment of whether they need help - a question which arises later.
>
> Moreover, most colleges have quite a comprehensive program; more than 65 percent have all eight components in place. There is little question that the colleges sense the need - and the demand - for career services.
>
> Large colleges (more than 5,000 students) are more likely to have components than small colleges and suburban colleges are more likely to have them than urban or rural colleges. (Pp. 4-5)
>
> The colleges are not satisfied with their programs. One-third or fewer - sometimes far fewer - called their components strong; one-third or more - sometimes far more - called their components weak. (P. 5)
>
> There are 16 ways to help students with their career preparation. We asked the colleges whether they were doing any of the 16. And we asked whether they wanted help with any of them. (P. 6)
>
> If a high school graduate picked five prospective community colleges at random and made a round of visits, he or she would find that four out of the five provide more than half of the 16 services to entering

freshmen. In fact, those services would be available throughout the two years of colleges.

What services would the student find most of the time? The list would include information on career options, job trends, and available jobs; help in planning career goals and selecting courses to meet those goals; and an assessment of his or her abilities, interests, and potential. Perhaps most important to the prospective student, he or she would find help in getting placed in a job upon graduation from the college.

But if the student actually enrolled, spending two years on the campus would probably reveal a shortcoming. It would be the absence of a liberal arts faculty skilled in career applications. The courses taught by those professors and the materials used would lack career relevance in most cases. If the student were like many others entering community colleges today in search of a career plan and the skills for carrying it out, he or she might be disappointed in the liberal arts courses. (P.6)

Most colleges are not satisfied with their career services for students and they want help. A clear majority singled out 15 services. The top of the list included career applications in liberal arts courses - the service provided by the fewest colleges. And it included training techniques and materials for teaching students to hold and advance in jobs - another service many colleges do not provide. The bottom of the "help wanted" list consisted of career guidance and occupational skill training - the services already offered by most colleges. (P.7)

Women, students without fundamental skills,the economically disadvantaged, and adults in mid-life transition are most likely to find career services designed explicitly for them. Over 60 percent of the colleges target such services for these four populations.

Racial and ethnic minorities and the handicapped will find special services on one out of every two campuses. Other special populations will not be so lucky. They will get special attention on only one out of every three campuses. The gifted and talented are at the bottom of the college lists, the population least likely to get special attention. (Pp. 7-8)

More than 70 percent of the colleges get help from employers in the public and private sectors as well as from professionals. Private sector business and industrial leaders rank first: 80 percent of the colleges get help from them. About 50 percent of the colleges engage their alumni in providing services, but only about 30 percent are able to do the same with union leaders. (P.8)

The colleges want help in bringing all kinds of outsiders onto their campuses. It does not matter whether they are already using one group frequently, such as business and industrial leaders or another group

infrequently, such as union leaders. Almost 60 percent of the colleges want assistance in working with all of the outsiders. (P.9)

Most colleges do not assist their own staff and outside personnel in supplying career services to students. Of 16 groups of college staff and outsiders, only three get services from more than 50 percent of the colleges. They are: guidance counselors, occupational faculty, and coordinators of career related services. The colleges are more likely to work with their own staffs than with outsiders in improving career services for students, but the picture is somewhat mixed. For example, more colleges work with outside advisory committees and employers than with their own administrators or liberal arts faculty members. (P. 9)

Of the twelve possible services for liberal arts and occupational faculty combined, more than 40 percent of the colleges are providing them. Information for the faculty ranks at the top - information on available jobs, career options, and future job trends - as important information for the faculty to pass along to students and to use in planning courses. More than 70 percent of the colleges supply such information to their staffs. (P. 10)

The colleges want help in providing all kinds of services to their staffs. Roughly 60 to 70 percent expressed the need for one service or another. They were particularly insightful in seeking help with services few were offering, such as assessing students' prior work experience and helping them hold and advance in their jobs.

Over 75 percent said they wanted help in assisting the liberal arts faculties improve the liberal arts curricula. This is in sharp contrast to the less than 15 percent who assist their liberal arts faculties at present. (Pp. 11-12)

Some forms of assistance are better than others, according to the colleges. Printed materials and audiovisual products are preferable to face-to-face contact. The best printed materials are how-to-do-it guides, handbooks, and manuals along with newsworthy information; the worst are bibliographies, catalogues, and brochures.

Among the various forms of face-to-face contact, site visits to other campuses along with special state conferences and sessions at regular conventions are preferable. The colleges are less inclined toward services provided on their own campuses - technical assistance, special campus conferences and special local conferences. (P. 12)

The follow-up survey was sent to the institutions that were listed in the 1978 Sourcebook entitled, "Career Education in Community Colleges: A Sourcebook." The follow-up survey was similar to the 1978 survey and requested up-to-date information for Sourcebook II. A few other selected institutions were invited to submit information for inclusion in Sourcebook II. These institutions were identified by career education consultants and other people knowledgeable about career education programs. Information collected from these institutions was carefully

reviewed and organized for inclusion in "Career Education in Community Colleges: Sourcebook II" which is the Appendix of this Report. Colleges included in Sourcebook II offer effective career education activities and services. In some cases the institutions are concentrating on a few career education services but in most cases the institutions are offering a wide variety of career education services, practices and activities.

The format of Sourcebook II differs from the first Sourcebook. Changes were made as a result of evaluations and recommendations made by the users of the first Sourcebook. The new format makes it easier to locate institutions, makes important information more prominent, and condenses some of the descriptive phrases and statistics that were judged to be of little use.

Sourcebook II was enlarged to include the results of the national survey sent to all community, junior and technical colleges. This section was included because it is the most complete and accurate national appraisal of the status of career education in community colleges at this time and because it clearly identifies the services and assistance needed by community colleges interested in starting or improving their career education efforts. It is intended that organizations interested in career education and in a position to offer assistance to community colleges will use this information to shape and improve their services.

Another major objective of the project was to disseminate information about exemplary career education practices through regional workshops convened at five carefully selected community colleges. Because of the widespread interest in these workshops, eight were scheduled. Two were scheduled for the month of May, 1979, five were scheduled in the fall of 1979, and one is scheduled for May, 1980. All of the workshops were planned in collaboration with a community college offering a wide variety of career education services, practices and activities.

The length of the workshops is two full days. They started in the afternoon of the one day, included a full session the second day, and concluded by noon the third day. Topics discussed on the first and third days are basic to career education and identical at all of the locations. Topics examined were: a working definition of career education, sources of funding career education, the necessity of collaboration with other community organizations, and the significance of local state and national policy formulation to the continued support of career education. Meetings on the first and third days were held at the workshop hotel.

Meetings on the second day, the daylong meeting, were held at the collaborating college. The daylong meetings at the colleges featured career education services and practices found at those institutions and at nearby community colleges. The participants were transported from the hotel early in the morning, lunch was provided at the colleges, and the meetings concluded between four and five-thirty p.m. This format was selected to insure that the participants in all of the workshops would have a chance to explore in detail specific career education practices, services and activities. The workshops were evaluated by Policy Studies in Education, a division of the Academy for Educational Development. Their evaluation is based on responses to questionnaires distributed at the workshops and collected on the last day of each workshop and on the observations of the AED evaluators who attended the evaluation workshops and collected the questionnaires. A copy of the report comprises the final sections of this Report.

The names and locations of the collaborating colleges are listed below. The first column has the name of the college and the second column lists the location of the institution.

Delaware County Community College	Philadelphia, Pennsylvania
Arapahoe Community College	Denver, Colorado
Metropolitan Community College	Minneapolis, Minnesota
Portland Community College	Portland, Oregon
Bunker Hill Community College	Bunker Hill, Massachusetts
Valencia Community College	Orlando, Florida
Coast Community College District	Newport Beach, California
Brookdale Community College and Fiorello LaGuardia Community College	New York, New York

The first two workshops were held in Philadelphia and Denver, respectively, during May, 1979. The next scheduled workshops, those scheduled for Minneapolis and Portland, were cancelled because of disappointing advance registrations. Workshops scheduled in Boston, Orlando and Newport Beach were held as scheduled in October - November, 1979. The final workshop is scheduled for May, 1980 in New York City.

The results of the questionnaire and observations of the AED evaluators show that the workshops were quite successful. The only disappointment was the small number of people who participated in 1979. In 1978 more than thirteen hundred people participated in the five workshops sponsored by AACJC. In 1979 only about four hundred people participated. Those who did participate were enthusiastic about the meetings and indicated that they were stimulating and valuable.

Several explanations for the disappointing number of participants have been offered, such as the drastically reduced college budgets which frequently meant no travel money. It was also noted that the 1978 workshops may have satisfied the needs of most community college people. But no one answer seems sufficient to explain the low number of participants. Since the May, 1980 workshop will be six months after the workshop in California, it will be interesting to see how many people participate. It is possible that too many workshops were offered in a short period of time and that the combination of interest and available dollars limited the number of people who were willing to attend a career education workshop.

DISSEMINATION ACTIVITIES

Information was disseminated through two major activities, the publication and the five workshops. The publication, "Career Education in Community Colleges: A Sourcebook II", was sent to approximately 900 community, junior and technical colleges. More than 500 additional copies have been distributed to participants in the workshops and other interested people. The availability of the publication has been announced in all AACJC publications and through other national publications such as the Chronicle of Higher Education. Copies are available upon request.

The workshops attracted more than four hundred people. Almost all of the participants are staff members of community colleges with responsibility for a career education activity or service. They are administrators, counselors, or faculty members directly involved in planning and offering career education.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS *(see NOTE above)* WHO ARE	RACE/ETHNICITY *(all Participants including Handicapped, Gifted and Talented, and Low Income)*						OF THE TOTAL *(column (6))* NUMBER WHO ARE			OF THE TOTAL *(column (6))* NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	*TOTAL (sum of columns (1) through (5))* (6)	HANDI-CAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY *(K-6)*											
MIDDLE/JUNIOR HIGH *(7-9)*											
SENIOR HIGH *(10-12)*											
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS *(non-matriculated)*											
SUB-TOTAL											
EDUCATIONAL PERSONNEL											
TEACHERS			30	50	20	100				60	40
COUNSELORS			30	100	20	150				70	80
ADMINISTRATORS			30	100	20	150				100	50
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY											
PARENTS											
OTHER *(specify)*											
TOTAL			90	250	60	400					

OE FORM 467, 2/76

Final Report

AN EVALUATION OF

DEMONSTRATING CAREER EDUCATION IN COMMUNITY COLLEGES

conducted by the

American Association of Community and Junior Colleges

Washington, D.C.

1979-80

CE 025 070

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Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318, states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, career education projects supported under Sections 402 and 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the U.S. Department of Health, Education, and Welfare must be operated in compliance with these laws.

The material in this publication was prepared pursuant to a grant or contract from the Office of Education, U.S. Department of Health, Education, and Welfare. However, points of view or opinions expressed do not necessarily represent policies or positions of the Office of Education.

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INTRODUCTION

The American Association of Community and Junior Colleges (AACJC) has conducted a two-year national program to identify, disseminate, and demonstrate exemplary career education programs in community, junior, and technical colleges. Funded by the Office of Career Education of the United States Office of Education, AACJC's program included several activities.

In year one, AACJC surveyed its membership for exemplary career education practices, which resulted in the publication of Career Education in Community Colleges: A Sourcebook (1978). Also, AACJC identified five community colleges capable of and willing to demonstrate exemplary career education programs, which was followed by regional workshops at each of the five selected colleges in September and October of 1978.

In year two, three major activities were carried out:

1. A second national survey of exemplary career education practices, which resulted in the second edition of Career Education in Community Colleges: Sourcebook II (1979).

2. A national survey of the entire AACJC membership to identify the status of career education in those colleges and the need for assistance. The findings and recommendations from this survey are reported in Career Education in Community Colleges: Sourcebook II (1979).

3. The identification again of five community colleges capable of and willing to demonstrate exemplary career education programs. Regional workshops were held in each of four colleges during 1979. (The fifth college will hold its workshop in May, 1980.)

The Academy for Educational Development (AED) served as third-party evaluators of AACJC's two-year national program. This Final Report presents the evaluation of the four regional workshops held in 1979.

Evaluation of Workshops

AED evaluated the effectiveness of the workshops through short questionnaires administered to the participants at the final sessions. The questionnaire gathered data on (a) the participants' home institution (location, size, type, level of career education activity), (b) information gained at the workshops and its usefulness to the home institutions, (c) action steps anticipated by participants as a result of the workshop, (d) barriers anticipated in moving career education forward in the home institutions, and (e) overall effectiveness of the workshop itself. Since AED acted as evaluator of the workshops for the two years in which they were held, the questionnaires used each year were nearly identical so that comparisons could be made between the two sets of workshops. (The one topic not included in the evaluation of the second year workshops was "kinds of services needed," since the national survey during the second year gathered this type of data.)

This report summarizes our findings from all four workshops, based on the combined responses of all participants.

Purposes of Regional Workshops

As in 1978, the AACJC workshops were designed to supply detailed descriptions and demonstrations of the various components comprising the comprehensive career education program being conducted in the five community colleges identified as doing an outstanding job in career education. In 1979-80, these five colleges are:

- Delaware County Community College (Philadelphia, Pennsylvania)
- Arapahoe Community College (Denver, Colorado)
- Bunker Hill Community College (Boston, Massachusetts)
- Valencia Community College (Orlando, Florida)
- Coast Community College District (Newport Beach, California).

AACJC, in collaboration with a small planning committee, reviewed carefully the recommendations made in the final evaluation report of the workshops held during 1978. (See "An Evaluation of Demonstrating Career Education in Community Colleges: 1977-78.") These recommendations included:

1. Retain overall design of 1978 workshops: hold workshops in multiple regional locations on the campuses of colleges with outstanding programs, plan workshops for personnel from two-year colleges but open them to people holding any position in any educational institution.

2. Continue to build program around exemplary career education programs and practices in the sponsoring institution.

3. Retain "hands on" character of the sessions and extend this feature wherever possible.

4. Continue to offer practical suggestions which participants can use in their own institutions.

5. Plan sessions so as to avoid overlap and repetition, insofar as possible.

6. Include more information on topics such as involving the community, learning through work experience, services for special populations, infusion of career content into liberal arts courses, and how to articulate college programs with those in secondary schools.

7. Include at least one session on sources of funds for career education.

8. Allow time for participants to engage in informal discussion.

9. Tighten logistical planning: plan agendas carefully to allow participants to get from one place to another easily, make directions clear, add signs and/or guides to direct participants, include maps and bus schedules as necessary. Registration procedures should be streamlined and printed agendas should be clear and accurate.

The workshop planning committee, including the project director from AACJC, took responsibility for the first and third days of presentations at each workshop and covered general topics, such as defining career

education for two-year institutions, sources of funding, use of and collaboration with the community, and policy formulation. The five institutions hosting the workshops designed and carried out the activities for the second day, emphasizing and demonstrating the strengths of their own career education programs.

FINDINGS

The Findings are reported in four areas:

- Profile of Participants
- What the Participants Learned
- Next Steps for Participants
- Workshop Strengths, Weaknesses, and Improvements as Noted by Participants.

The information collected from all participants is presented in both narrative and tabular forms.

Profile of Participants

Nearly all workshop participants (95 percent) were employed in community, junior, or technical colleges. The participants represented more than 20 states, the largest numbers residing in Massachusetts, Florida, Colorado, and Arizona.

More than half of the participants were college faculty members. Another one-third represented college administrative staffs while the remainder was made up primarily of college support staff. Clearly, the institutions represented at the workshops had a good balance of both administrative and faculty staff so as to encourage and support next steps at the home institutions.

The participants represented all types of areas--urban, suburban, and rural. Recognizing the fact that many colleges served multiple types of areas, the participants characterized their institutions in the following way: urban--56 percent; suburban--48 percent; and rural--39 percent. Thus, the workshops tended to interest those administrators and faculty members who

serve more highly populated regions of the country.

Institutions of all sizes were well represented at the workshops, as shown in Table 1. Sixty percent of the participants represented medium-sized institutions, ranging from 1,000 to 5,000 students. Large institutions were represented by close to one third of the participants while only about 10 percent or so came from institutions enrolling fewer than 1,000 students.

Table 1

Approximate Student Enrollment
(full-time equivalent)

Enrollment	Percent of Participants
Fewer than 500	4
500 - 999	7
1,000 - 1,499	15
1,500 - 2,499	14
2,500 - 4,999	31
5,000 - 9,999	13
10,000 or more	17

Most important, close to 80 percent of the workshop participants came from two-year institutions which already had career education programs under way. This supports AACJC's selection of the five exemplary programs for demonstrating career education, since most of the participants sought ways to improve programs rather than to begin them. The degree to which the workshops satisfied these needs is shown in the findings which follow.

What the Participants Learned

The workshop participants were given a list of 21 topics which could have been covered during the workshop sessions. They were asked whether or not they received information on these topics and whether it was applicable to their own situations. Table 2 shows the percentage of participants who said they received information about each topic and the percentage of participants who felt that such information was of practical use to them.

Table 2

Information Participants Gained at the Workshops

Topics Regarding Career Education:	Percent of participants Who Gained: New Information	Applicable Information	Average
Sources of funding	99	99	99
Components of a comprehensive program	98	100	99
Contacts or sources of information	94	100	97
Career resource centers	91	97	94
Collaboration with local, regional, and state organizations	90	99	95
Community involvement	89	99	94
Value	88	100	94
Nationwide status	81	96	89
Definition	78	100	89
Needed assistance	76	98	87
Local/state policy development	76	96	86

Table 2 (cont.)

Information Participants Gained at the Workshops

Topics Regarding Career Education:	Percent of Participants Who Gained: New Information	Applicable Information	Average
Services for adults in transition	75	90	83
Work experience	72	91	82
Public relations	69	90	80
Special populations	68	93	81
Curriculum development	51	87	69
Staff development	47	82	65
Collaboration with receiver and feeder schools	46	91	69
Career infusion in liberal arts curriculum	42	81	62
Evaluation	41	83	62
Competency-based curricula	24	86	55

Given the fact that close to 80 percent of the participants came from institutions which already had career education programs in operation, it is noteworthy that 75 percent or more of the participants said they gained information about more than half of the topics. These findings are impressive and are ample evidence that the four host colleges whose programs and practices were demonstrated at the workshops were indeed exemplary. It should also be noted that all 21 topics were not necessarily addressed at all workshops--nor were they addressed equally. Thus, it would be difficult to expect all

21 topics to receive high rankings from the majority of the participants.

However, after carefully examining the top five ranking items, we observe that these particular topics were among those suggested as most important by participants who attended workshops in 1978. Information on funding sources, the major components of a career education program, where to get help, characteristics of resource centers, and how to collaborate with community organizations were the themes identified by the AACJC planning group in response to the 1978 workshops and, obviously, these were exactly the areas about which the 1979 participants received information applicable to their own settings.

Another source of evidence regarding how much the participants may have gained from the workshops was their opinion of how well their individual career education programs compared to those of the host institution. Table 3 presents that data.

Table 3

Comparison of Participants' Programs
With Those Demonstrated at the Workshops

Program Characteristics	Participants' Ratings of Own Programs		
	Not as Good	Similar	Better
Quality of program	46	41	13
Extent of program (number of components)	51	39	10

There seems to be an even split between those participants who felt that their own career education programs were not as extensive or as good as that of the host institutions and those participants who felt their own programs were as good or better. These data would indicate that a significant

portion of the participants came from institutions where career education is fairly well under way and, consequently, these participants may not have picked up as much information and ideas as we would have wanted. However, we do note that at least half could not rank their own programs in quality or extensiveness to that of the host institution, and we assume that the workshops were most beneficial to this significant portion of the participants.

Next Steps for Participants

Workshop participants were asked whether the workshops had motivated them to initiate or expand career education in their own colleges. About 75 percent said they were very motivated as a result of the workshops, and another 25 percent said they were somewhat motivated. In other words, the workshops were obviously quite successful in getting participants to believe they needed to do something back home. As to whether they were likely to convert their motivation into action steps to further career education, about 60 percent said they were very likely to do so, and about 30 percent said they were somewhat likely. In short, essentially all participants said they felt motivated to take steps to improve career education on their own campuses as a result of the workshops, and about 90 percent said they were likely to carry out their intentions.

The majority of participants (about 90 percent) did believe, however, that there were barriers to taking further steps. These barriers are listed in Table 4.

Table 4

Barriers to Career Education at Colleges
As Perceived by Participants

Barrier	Percent of Participants Identifying the Barrier
Disinterested faculty	65
Lack of funding	50
Disinterested administrators	48
Lack of comprehensive plan	44
Lack of committed leaders	18
Disinterested support staff	14
Liberal arts tradition too strong	12
Lack of instructional materials	11
Overextended staff	11
Opposition of support staff	5
Opposition of administrators	4
Lack of community resources	1

Clearly, if career education is to be extended or improved in two-year institutions, we need to find ways to increase administrator and faculty interest and support of such programs, to provide financial support for them, and to prepare a comprehensive design for carrying out career education. About half or more of the participants highlighted these barriers as significant in effecting the steps they could take in furthering career education in their institutions.

Workshop Strengths, Weaknesses, and Improvements as Noted by Participants

About 55 percent of the workshop participants felt that the workshops were very effective. The remainder, 45 percent, felt that the workshops were at least somewhat effective. In short, this uniform favorable response is ample evidence of the overall success of the workshops.

Further, participants were asked to identify specific strengths and weaknesses of the workshop they attended and to suggest ways in which future workshops might be improved. These findings are reported below.

The workshops did best in initiating contacts between participants and workshop leaders and among the participants themselves; addressing the problem of continued funding; conveying the basic concepts underpinning career education; and in demonstrating exemplary practices. The participants listed the specific strengths as:

- Personal contact and sharing with others in the field
- Information on sources of funding
- Demonstrations of key components of career education
- Discussion of the overall concepts and ideas surrounding career education
- Presentations of specialists in the field.

In sighting the weaknesses of the workshops, the most common problems were those that focused on poor scheduling and logistics. The major weaknesses, according to the participants, were:

- Some sessions were poorly planned and redundant
- Not enough practical advice and over-the-shoulder training
- Not enough time to meet with other participants
- Insufficient advance planning.

The suggested improvements for the workshops were, of course, closely tied to the weaknesses described above. The major recommendations were:

- Increase participation among attendees
- Improve pre-workshop planning and publicity
- Increase opportunities for sharing among participants
- More demonstrations and fewer speakers.

SUMMARY

The AACJC Regional Workshops to demonstrate exemplary problems in career education were successful in meeting the overall objectives set for this effort. Specifically, in the opinion of the participants, the workshops:

1. Addressed important issues in career education and offered valuable information which could be applied to career education programs in participants' home institutions
2. Attended to the needs of those participants who represented both colleges with beginning programs in career education and those with well-developed programs
3. Motivated participants to initiate or expand career education in their own institutions
4. Assisted participants in taking next steps in developing career education further in their own institutions
5. Identified barriers to career education at two-year institutions which need further attention and resolution
6. Enabled participants to meet experts and practitioners with whom ideas and experiences could be shared
7. Provided specific information on major topics of interest, such as sources of funding, the key components and overall concepts of career education, and the major assumptions underpinning career education.

In addition, the workshops did well in attracting the types of institutions and participants for which they were designed: primarily administrators and faculty members in community, junior, or technical colleges. A large number of states were represented by the participating two-year institutions in the four workshops. These institutions were located in a variety of areas--urban, suburban, and rural--and were of varying size.

Most important, however, the participants overwhelmingly rated the workshops as successful in meeting their needs. Clearly, AACJC, the four host institutions, and the workshop planning committee did well in addressing

the recommendations from the 1978 workshops (See Introduction) as well as in adapting to recent developments and interests on the part of member institutions, particularly those which hosted the workshops in 1979. This careful planning effort led to a three-day agenda which met the primary expectations of this important activity.

Appendix removed by source.